DOCUMENT RESUME

ED 256 404 JC 850 179

TITLE Report for Florida Community Colleges, 1983-1984. Part II: The Community College System in Florida.
PUB DATE Mar 85
NOTE 35p.; For Part I, see JC 850 178.
PUB TYPE Reports - Descriptive (141) -- Historical Materials (060)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Administration; *College Role; *Community Colleges; *Educational History; *Educational Objectives; *Governance; State Agencies; State Colleges; Two Year Colleges
IDENTIFIERS *Florida

ABSTRACT

A description is provided of the history, organization, goals, and objectives of the Florida community college system. First, the history of the system is traced from the founding of Palm Beach Junior College in 1933 through the establishment of the Community College Council in 1955, the implementation of a master plan for the state's community colleges, and the establishment of black colleges, to the current operation of 28 community colleges in the state. Next, data are provided on the growth in the number of colleges and in student headcount from 800 in 1947-48 to 703,610 in 1983-84. Then, the philosophy and goals of the colleges are presented including the colleges' mandate to provide freshman and sophomore level education, vocational education, and courses and programs of adult continuing education; and statements are presented summarizing the policies required to enable community colleges to fulfill their roles of providing post high school education for Florida's citizens. Next, the organization of the state's community colleges is examined, and descriptions are provided of the roles of the state and district agencies and councils involved in the governance of the colleges, including the Postsecondary Education Planning Commission, the Florida Community College Activities Association, and the Florida Association of Community Colleges. After a statement of responsibilities at the district level for vocational education, information is provided on adult education, community instructional services, and community education programs. (HB)

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REPORT FOR FLORIDA COMMUNITY COLLEGES 1983-1984

Part II
The Community College System in Florida

JC 850179

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PART II

THE COMMUNITY COLLEGE SYSTEM IN FLORIDA

REPORT FOR FLORIDA COMMUNITY COLLEGES

1983-84

DEPARTMENT OF EDUCATION

DIVISION OF COMMUNITY COLLEGES

TALLAHASSEE, FLORIDA

March 1985

FOREWORD

The principal purpose of the Report for Florida Community Colleges is to convey information to interested persons about the system of community colleges in Florida. It is intended that this information answer many of the questions frequently asked by members of the Legislature, Governor's staff, press, state agencies, and individual citizens, students and faculty.

The Report for Florida Community Colleges is presented in two parts: Part I, under separate cover, presents tables of statistical and financial data representing a specific academic/fiscal reporting year and reflects aggregated totals reported by the community colleges in the areas of enrollment, personnel, academic programs and finance. Part II describes the history, organization, goals and objectives of Florida's community college system.

Additional information about Florida's community colleges may be requested by contacting:

Bureau of Information Systems
Division of Community Colleges
Department of Education
Knott Building
Tallahassee, Florida 32301
Telephone: (904) 488-8597 or SUNCOM 278-8597

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HISTORY

In 1957, the State Board of Education adopted the long-range plan of the Community College Council to provide post-high school educational opportunities within commuting distance of 99 percent of the State's population. In the development and implementation of this plan, Florida became a national model for the orderly development of a statewide system of community colleges.

The Florida system has also received national recognition because of its unusual balance between local control and state coordination and support. Florida's community colleges are locally controlled institutions operating within a broad framework of State Board of Education Rules which provide minimum standards and essential systemwide coordination. Originally, the colleges were developed as components of local school systems and were operated by boards of public instruction. In 1968, the Legislature established independent local boards of trustees and gave those boards corporate authority for operating community colleges within the framework of law and state rules. In 1971, the local school boards were relieved of financial responsibility for community colleges and the cost is now provided largely by the State, with additional revenue coming from student fees, federal grants, and community college foundations. State-level administration and coordination are provided through the State Board of Community Colleges.

From the outset, Florida's community colleges have been designed as comprehensive institutions. They have served post-high school educational needs of local communities by providing education in the three major areas of general and academic education parallel to that of the first and second years of the State University System, vocational education, and adult continuing education including community instructional services.

The history of Florida's community colleges had its beginning in 1933 when Palm Beach Junior College was established as a public two-year college. From that date until 1947, when St. Petersburg Junior College changed its status from private to public, Palm Beach Junior College remained the only public two-year college in Florida. When the Florida Minimum Foundation Program was enacted in 1947, combined state and local support for community colleges became a reality. With this incentive, Pensacola Junior College was established in 1948 and Chipola Junior College, established in 1947 as a private institution, changed its status to become a public junior college.

The Legislature in 1955 established the Community College Council, whose report was published in 1957 under the title, "The Community Junior College in Florida's Future." This report, which was approved by the State Board of Education, contained recommendations for needed legal changes and a master plan for establishing a system of public community colleges in Florida which ultimately would provide post-high school education within commuting distance of more than 99 percent of Florida's population. As a result, the Legislature authorized creation of the Division of Community Colleges in the State Department of Education and appropriated funds for six new community colleges to begin

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implementation of the master plan. These were:

Gulf Coast Community College	Manatee Junior College
Central Florida Community College	North Florida Junior College
Daytona Beach Community College	St. Johns River Community College

With the opening of Pasco-Hernando Community College in 1972, the master plan had been implemented. Future growth of the system will be closely related to population growth within each district. Whenever need dictates, the 28 colleges establish additional centers and campuses. More than 2,000 other locations such as churches, public schools, and community centers are used to bring instruction closer to students.

To further insure the operation and maintenance of the State Community College System in a coordinated, efficient, and effective manner, the Florida Legislature in 1979 established the State Community College Coordinating Board and in 1983 replaced that board with the State Board of Community Colleges.

During the period of rapid growth described above, postsecondary education needs in Florida were changing. Identifiable changes include an increase in the mean age of students, changes in enrollment patterns, population growth, changes in population patterns, increased emphasis on vocational education, increased emphasis on economic development, and entry of women into the work force in unprecedented numbers. The Postsecondary Education Planning Commission (PEPC) was established in 1981 to provide overall guidance and direction for the improvement of postsecondary education in Florida. A new community college master plan was developed to become part of the broader plan envisoned by PEPC. The Master Plan for the Florida Community College System was published in September, 1983, addressing a number of concerns including unrestrained enrollments versus planned enrollments, emphasis on the improvement of quality, the trend toward increased part-time enrollments, minority needs, women's needs, and student financial aid needs.

The twenty-eight community colleges comprising the Florida system are listed on the following page along with the year each was established.

THE COLLEGES*

COLLEGE	ESTABLISHED
Palm Beach Junior College	1933
St. Petersburg Junior College	1947**
Chipola Junior College	1948***
Pensacola Junior College	1948
Gulf Coast Community College	1957
Central Florida Community College	1958
Daytona Beach Community College	1958
Manatee Community College	1958
North Florida Junior College	1958
St. Johns River Community College	1958
Brevard Community College	1960
Broward Community College	1960
Indian River Community College	1960
Miami-Dade Community College	1960
Edison Community College	1962
Lake City Community College	1962
Lake-Sumter Community College	1962
Okaloosa-Walton Junior College	1964
Polk Community College	1964
Florida Keys Community College	1965
Florida Junior College at Jacksonville	1966
Santa Fe Community College	1966
Seminole Community College	1966
South Florida Community College	1966
Tallahasee Community College	1966
Valencia Community College	1967
Hillsborough Community College	1968
Pasco-Hernando Community College	1972

*Please refer to inside back cover for addresses.
**St. Petersburg Junior College was established in 1927 as a private institution and became part of Florida's public system in 1947.
***Chipola Junior College was established in 1947 as a private institution and became part of Florida's public system in 1948.

THE BLACK COLLEGES

During the earlier years, twelve two-year public colleges were established for black students in areas where there were already two-year public colleges for whites. These colleges were planned and operated by local school boards and had the same basic aims and objectives as the white colleges. By 1966, all twelve, listed below, were merged with heretofore all-white colleges nearby.

COLLEGE	ESTABLISHED	MERGED
Washington Junior College	1949	1965
Gibbs Junior College	1957	1965
Hampton Junior College	1958	1966
Roosevelt Junior College	1958	1965
Rosenwald Junior College	1958	1966
Volusia County Community College	1958	1965
Suwannee River Junior College	1959	1966
Carver Junior College	1960	1963
Collier-Blocker Junior College	1960	1964
Lincoln Junior College	1960	1965
Jackson Junior College	1961	1966
Johnson Junior College	1962	1965

GROWTH

Over the years, Florida's system of community colleges has experienced phenomenal growth. In 1947, there were 800 students in two colleges. As newly established colleges provided available classrooms to nearby students and as established colleges were able to broaden course offerings, the number of students rapidly increased.

ANNUAL ENROLLMENTS
1947-48 THROUGH 1983-84

YEAR	NUMBER OF COLLEGES	STUDENT HEADCOUNT	STUDENT FTE	INSTRUCTIONAL FTE
1947-48	2	800	N.A.	N.A.
1948-49	4	1,143	874	58
1949-50	5	1,434	1,107	70
1950-51	5	1,375	1,040	74
1951-52	5	1,164	896	68
1952-53	5	1,407	1,083	66
1953-54	5	1,676	1,233	76
1954-55	5	2,516	1,797	95
1955-56	5	3,757	2,201	124
1956-57	5	5,218	2,816	145
1957-58	7	7,224	3,601	259
1958-59	16	13,303	6,198	480
1959-60	17	23,436	8,052	649
1960-61	24	36,846	11,955	860
1961-62	25	46,281	16,310	1,112
1962-63	29	56,607	21,380	1,368
1963-64	28	78,642	28,987	1,666
1964-65	29	104,777	39,390	2,063
1965-66	24	124,964	51,353	2,517
1966-67	25	160,812	68,668	3,347
1967-68	26	188,413	77,447	3,716
1968-69	27	213,549	87,020	4,530
1969-70	27	252,507	96,134	4,932
1970-71	27	327,265	107,634	5,130
1971-72	27	354,707	117,935	N.A.
1972-73	28	417,984	120,666	N.A.
1973-74	28	445,568	134,395	5,478
1974-75	28	532,089	157,576	5,388
1975-76	28	504,271	162,739	5,627
1976-77	28	535,396	164,815	5,945
1977-78	28	598,217	173,298	6,528
1978-79	28	703,740	176,080	6,150
1979-80	28	719,049	182,496	6,626
1980-81	28	742,823	191,450	6,847
1981-82	28	744,595	192,791[1]	7,031
1982-83	28	704,453	150,405[2]	6,673
1983-84	28	703,610	143,382	6,806

[1] Student FTE Enrollments reflect the change from 810 to 900 instructional hours per FTE for Postsecondary Adult and Supplemental, Developmental and CIS instruction.

[2] Student FTE Enrollments reflect changes indicated in 1, the change from 30 to 40 student semester hours per FTE for Advanced and Professional and Postsecondary Vocational instruction, and the change to Summer as the first term in the reporting year.

PHILOSOPHY AND GOALS

The rapid, but orderly, implementation of the statewide plan for community colleges has resulted in substantially more high school graduates in Florida continuing their education than in the past and a considerable increase in post-high school employment opportunities because of training in vocational programs, especially in the technical and health-related areas.

Significantly, the community colleges have become a major source of students for the upper divisions of Florida's universities. Currently, community colleges are providing approximately two-thirds of the first-time-in-college enrollments in the State. The opportunity for post-high school education at the freshman/sophomore level in the community colleges has enabled the university system to direct more of its energies toward upper-division and graduate education. This sharing of responsibility for offerings which lead to the baccalaureate degree has proved to be a very valuable asset to the citizens of Florida.

The Southern Regional Education Board Commission on Goals for Higher Education in the South recommended that "each state should develop a strong system of two-year community colleges." The Commission amplified this recommendation as follows:

> These non-residental institutions, generally located in urban areas, can serve a variety of functions for which four-year institutions are not required. Among these are freshman and sophomore college courses, vocational and technical programs, guidance and counseling services, specific programs to meet community needs, and adult education.
>
> The community college is economical for both student and taxpayer. It can be responsive to local needs and a vital force in the community.
>
> These colleges, as now organized, are parts of the local public school programs, separate two-year state colleges, or affiliates of the state university system. Whatever the basis of the organization, however, three things are essential:
>
> 1. They must be integral parts of the state system of higher education and fully coordinated with the other parts of the system.
>
> 2. They must resist pressure to expand into four-year institutions, concentrating rather on achieving excellence in their two-year programs.
>
> 3. Their distinctive function must be recognized and respected. They are neither mere extensions of the high school nor decapitated versions of the four-year college.

As the colleges accept the idea of comprehensiveness, more emphasis will be placed on programs and curricula designed to meet the post-high school educational needs of all persons in the community. In adopting the philosophy of comprehensiveness and following the recommendations of the Council for the Study of Higher Education and the Community College Council, the Florida Legislature assigned three major functions to the community colleges. Florida Statutes provide that community colleges shall offer:

1. freshman and sophomore level education parallel to that commonly offered in the state universities

2. vocational education

3. courses and programs of adult continuing education

In addition to these functions, the community colleges have become centers for community educational activities, including guidance, counseling, and cultural activities.

While the great majority of credit students enrolled in community colleges today express as their goal the completion of baccalaureate degree programs, the growth rate of university parallel enrollments has slowed, while at the same time, the growth rate of vocational enrollments has increased. Consequently, community colleges are placing increasing emphasis on providing vocational programs to meet the needs of individual students and to serve the ever increasing needs of business and industry in the State. Special emphasis has been placed in the areas of industrial high technology, the health occupations, and those occupations relating to service and distribution which are so important to tourism and to the economy of Florida.

As Florida expands industrially, the vocational programs in community colleges assume increasing importance among the offerings in higher education. New emphasis on career education at all levels, as expressed in federal legislation and by various studies conducted nationally, will thrust the community colleges into assuming an ever increasing responsibility in this area.

The following statements summarize most of the policies which are required to enable community colleges to continue to fulfill their assigned roles in providing post-high school education for the citizens of Florida.

1. The major purpose of the community colleges is to extend educational opportunity at less than the baccalaureate-degree level to persons in the community.

2. Programs of vocational education should be provided in the community colleges to the extent needed in each area of the State. Insofar as possible, all post-high school vocational education should be centered in the community colleges.

3. Community colleges should be recognized as the institutions where the majority of the freshman and sophomore level students will attend college.

4. Community colleges should provide continuing education opportunities for adults. Adult education activities in a community should be coordinated and duplication should be avoided.

5. Local control of the community college is essential.

6. Adequate sources of funding must be provided in order to support existing programs.

7. Since opportunity for post-high school education is of benefit not only to the individual, but also to the economy of the State, students should be encouraged to attend by holding costs as low as practicable and by making loans and/or scholarships available to defray expenses.

8. Educational opportunities should be available within commuting distance of all citizens of Florida.

9. Provisions for scholarships should be made where necessary to make community college education available to all citizens, and to make available to all citizens of the State special vocational programs not provided in all community colleges.

10. Development of programs of study for each college requires careful attention to the needs of individuals as well as those of business and industry. Each community college should give careful consideration to all these factors and should develop programs particularly needed in its area of the State.

11. Community colleges should maintain on-going programs of institutional research to determine ways of maintaining and improving quality of programs and of increasing efficiency and economy of operation. Year-round operation, educational television, cooperative work-study programs, independent study programs, computer aided instruction, computer managed instruction, and extended day programs are examples of successful developments which should be considered.

12. Since the diversity of educational offerings provided by a community college is specifically designated by law, community colleges should be maintained as community colleges and cannot be considered as a base for developing baccalaureate institutions.

13. Since the community colleges are required to maintain programs of study below the junior level of the university programs, they should assume principal responsibility for publicly supported lower-division programs.

14. Admission to the post-high school programs of a community college should be based upon high school graduation or its equivalent except:

    a. when the specific program requires definable skills, abilities, or background in addition to high school grades, or

    b. when special permission is granted to students who demonstrate that they will profit from the course.

    Admission to noncredit courses should be based upon factors relative to the course itself.

15. Adequate physical facilities must be provided to house the varied programs of the community college.

16. Continued emphasis should be placed upon activities and agreements which will facilitate the smooth transfer of students from high school to community college to university. These activities should give particular emphasis to articulation of high school and post-high school programs in the areas of curriculum and counseling.

17. Continued emphasis should be placed on student acceleration to allow students to progress through instruction as rapidly as their circumstances permit. Dual enrollment of high school and credit by examination are two acceleration mechanisms receiving special emphasis.

18. Some students need instruction to remedy deficiencies in knowledge and skills judged necessary to enter into a degree program of instruction in order to progress satisfactorily through the program. College preparatory instruction is an essential part of community college services to assure the opportunity of all citizens for a postsecondary education. Vocational preparatory instruction provides similar preparation for students with deficiencies entering vocational programs.

COMMUNITY COLLEGE ORGANIZATION

Community colleges are part of the state system of public instruction in Florida, according to Section 240.301, Florida Statutes.

> (1) State community colleges shall consist of all public educational institutions operated by community college district boards of trustees under statutory authority and rules of the State Board of Education and the State Board of Community Colleges. A community college may be authorized by the State Board of Education to operate a department designated as an area-vocational education school. A community college may be authorized by the State Board of Education, or through an agreement with a local school board, to operate adult high schools.
>
> (2) The primary mission for and responsibility of the public community colleges shall be responding to the community needs for postsecondary academic and postsecondary vocational education. This includes having:
>
> (a) The responsibility for providing lower level undergraduate instruction and awarding associate degrees.
>
> (b) The responsibility for preparing students directly for vocations requiring less than a baccalaureate degree. This may include preparing for job entry, supplementing of skills and knowledge, and responding to needs in new areas of technology. Vocational education in the community college shall consist of programs leading to an Associate of Science degree and other programs in fields requiring substantial academic work, background, or qualifications. The community college may offer vocational programs in fields having lesser academic or technical requirements if designated by the State Board of Education as an area-vocational school or if such programs are coordinated with the local school district through an agreement with the school board.
>
> (3) A separate and secondary role for the community colleges includes the offering of programs in:
>
> (a) Community education services or community instructional services which are not directly related to academic or occupational advancement.
>
> (b) Adult precollege education, when authorized.
>
> (c) Recreational and leisure services.

Since community colleges are local institutions operated by local boards of trustees and, at the same time, part of the state system of public education in Florida, their organization necessarily involves several different entities. Following is a brief description of each of the various organizational entities to which each community college is related.

A. **The State Board of Education** is the state agency designated to provide and establish the framework within which the community colleges may operate in Florida. Section 229.012, Florida Statutes, states that the State Board of Education shall consist of the governor, secretary of state, attorney general, comptroller, treasurer, commissioner of agriculture, and the commissioner of education. It further states that the governor shall be the chairman of the board and the commissioner of education shall be its secretary and executive officer. The State Board is given responsibilities for community colleges in Section 240.301 - 240.379, Florida Statutes, which includes the following specific responsibilities:

1. prescribe minimum standards for community colleges
2. approve planning and construction of facilities
3. authorize the matriculation or tuition fees to be charged to students
4. adopt rules relating to preparation and approval of community college budgets
5. adopt rules for community college teachers relating to certification, tenure, leaves of absence of all types, including sabbaticals, etc.

B. **The State Board of Community Colleges** is the Director of the Division of Community Colleges and is comprised of eleven (11) lay members appointed in accordance with Section 240.307, Florida Statutes, the Commissioner of Education, and one community college student. The lay members serve for five years and the student member for one year.

With the help of its standing committees - - Equal Access and Equal Opportunity, Finance, Legislative, Program Planning, and Rules - - the Board develops procedures and policies pursuant to the governance of the state community colleges for recommendation to the State Board of Education. These recommendations include minimum standards for the operation of each community college, which may include, but not be limited to, general qualifications of personnel, budgeting, accounting and financial procedures, educational programs, student admissions and services, and community services. The Council of Presidents, members of local boards of trustees, and the Commissioner of Education also provide reports to advise and recommend actions to the Board.

Responsibilities of the State Board include the provision of programs to meet the need of both students and the communities served, provision of rules and procedures, review of associate

degree and certificate programs, ensuring equal access and equal opportunity for all persons, recommendations of standards, establishment of an effective information system, inter-institutional cooperation, and the establishment of criteria for district boundaries. The Board appoints the chief administrative officer who is the Executive Director of the Community College System. Personnel of the Division of Community Colleges provide staff services to the Board.

In accordance with Section 20.15, Florida Statutes, the State Board of Education and Commissioner of Education have assigned to the State Board of Community Colleges the powers, duties, responsibilities, and functions necessary to insure the greatest possible coordination, efficiency, and effectiveness of the Community College System of Florida.

C. **The Division of Community Colleges** was organized in the Department of Education in July, 1957, pursuant to a recommendation of the Community College Council. It operates on the same legal basis as other divisions of the Department (Section 229.76, Florida Statutes), and is responsible for the coordination of community college programs and the implementation of recommendations concerning the development of community colleges in Florida. The authority and responsibility of the Division of Community Colleges are contained in the following Florida Statutes: Sections 20.15, 228.041, applicable sections of Chapter 229, and 240.301 - 240.379.

In carrying out the assignment and responsibilities, the Division of Community Colleges finds its work distributed among three major avenues of effort.

1. The Division is charged with implementing the laws and rules provided by the legislature and the State Board of Education while serving these agencies of government in an advisory and informative capacity.

2. The Division also constantly maintains an effective dialogue with other divisions in the Department of Education in order to assure cooperation and insure the success of education at all levels throughout the State.

3. In its relationship to the community colleges, the Division places a major emphasis on its leadership role, rather than the regulatory aspect of this responsibility, because such emphasis is necessary if the Division is to be a major contributor to the federal-state-local partnership in education at the community college level.

The Division stresses coordination and support, mainly as these are related to intermediate and long-range planning implementation of educational related programs. Essential to this philosophy are the following components:

1. Recommendation of basic policies, directives, priorities, and targets, including recommendations on resource allocation in coordination with other divisions of the Department of Education as needed to integrate educational development with the economic, cultural, and social development in the State;

2. Planning, cooperation, and coordination with other divisions and state agencies in an attempt to smoothly implement budgets, to insure successful articulation of students, to maintain a unilateral and unduplicated effort in the area of vocational education, and to cooperate with other agencies in all matters relating to community colleges;

3. Coordinated diagnosis and evaluation of the performance, problems, and the needs of the existing community college system;

4. Translation of overall objectives and specific educational programs, projects, development plans, and the revision of plans in light of achievements and new developments;

5. Implementation of plans, programs, and projects at the state, regional, and institutional levels, and supported at all levels by financial and consultative assistance.

In carrying out its legal responsibilities under this philosophy, the Division exercises its leadership responsibilities and operates cooperatively with all of Florida's community colleges as part of a total community college system. In so doing, emphasis is on the development of competency and expertise in the personnel of each community college, thereby supplementing the Division staff in carrying out its functions. This is the basis behind the development of a resource bank of other personnel in the individual colleges and in other divisions of the Department of Education who can provide consultation in specific areas of education and management. Such consultants serve in an advisory capacity to those who are charged with specific responsibility for implementing programs at the institutional level and consult in activities and areas such as planning, research, curriculum, accounting, management, public information, innovative practices, and staff and program development.

It is essential that the Division have an adequate staff of highly qualified personnel to properly fulfill the requirement of the three-dimensional effort required of the Division. The objective of such a team approach is to provide a working relationship among the individuals within the Division so that improved leadership services can be provided to the individual community colleges.

The functions under which the Division activities can be grouped are division administration; program support and services; financial and business services; and information systems and services.

D. **District Board of Trustees** is the corporate body created under statutes to govern and operate a community college. Specific duties and powers of boards of trustees are enumerated in Section 240.313, Florida Statutes.

E. **Council of Presidents.** The president of each community college serves as a member of the Council of Presidents which is a standing committee of the State Board of Community Colleges. He serves on the Council as long as he continues in his capacity as president of a college, or until the Board approves his successor. The Executive Director of the Division of Community Colleges serves as advisor to the Council and as executive secretary. The Council develops recommendations on matters which affect community colleges and the Chairman of the Council, elected from the membership, transmits these recommendations to the State Board of Community Colleges and others as appropriate.

F. **Council on Instructional Affairs.** The Council on Instructional Affairs consists of the chief instructional officer(s) as designated by the president of each community college. Under the Chief of the Bureau of Program Support and Services, the Bureau staff works with the Council and serves as liaison between the Council and the Division.

The Council studies and acts on instructional matters of statewide concern and serves in an advisory capacity to the Council of Presidents. Three standing committees aid the Council on Instructional Affairs. The staff of the Bureau of Program Support and Services works with each committee.

1. **Continuing Education Standing Committee.** The Continuing Education Standing Committee consists of the chief continuing education officer(s) as designated by the president of each community college. The Committee studies and acts on continuing education matters of statewide concern and serves in an advisory capacity to the Council on Instructional Affairs.

2. **Learning Resources Standing Committee.** The Learning Resources Standing Committee consists of the chief learning resources officer(s) as designated by the president of each community college. The Committee studies and acts on learning resource matters of statewide concern and serves in an advisory capacity to the Council on Instructional Affairs.

3. **Vocational Education Standing Committee.** The Vocational Education Standing Committee consists of the chief voca-

tional education instructional officer(s) as designated by the president of each community college. The Committee studies and acts on vocational education matters of statewide concern and serves in an advisory capacity to the Council on Instructional Affairs.

G. **Council of Student Affairs.** The Council of Student Affairs consists of the chief student development officer(s) as designated by the president of each community college. Under the Chief of the Bureau of Program Support and Services, the Bureau staff works with the Council and serves as the liaison between the Council and the Division. The Council elects a five-member steering committee that structures Council meetings and serves in a leadership capacity to the Council. One is elected as chairperson for the Council.

The Council serves in an advisory capacity to the Council of Presidents. It develops recommendations of statewide concern relating to all student affairs matters, and the chairperson of the Council or the Division Coordinator of Student Affairs transmits these recommendations to the Council of Presidents.

H. **Council of Business Affairs.** The Council of Business Affairs consists of the chief business officer, as designated by the president of each community college, and the Chief of the Bureau of Financial and Business Services of the Division of Community Colleges, who serves as the Chairman of the Council. The Council serves in an advisory capacity to the Council of Presidents and develops recommendations relating to financial and business matters and submits them to the Council of Presidents for appropriate action.

I. **Department of Education.** Section 229.75, Florida Statutes, provides that the Department of Education shall act as an administrative and supervisory agency under the direction of the State Board of Education. The law specifically details the functions of the Department as providing professional leadership and guidance, and in carrying out policies, procedures, and duties authorized by law or by the State Board of Education as necessary to attain the purpose and objectives of the School Code.

J. **State Commissioner of Education.** The Commissioner of Education, as Secretary of the State Board of Education, has both general and specific responsibilities relating to community colleges. The laws of the State, as well as State Board Rules, specify that in addition to these general responsibilities for the community colleges he shall approve budgets and act as executive officer of the State Board of Education relating to community college recommendations. Also, the Commissioner of Education serves as a member of the State Board of Community Colleges.

K. **Postsecondary Education Planning Commission (PEPC)** - Section 240.145, Florida Statutes, establishes the Postsecondary Education Planning Commission which is assigned to the Department of Education. The commission is administratively housed within the office of the Commissioner of Education, but independently exercises the responsibilities assigned or delegated by the State Board of Education. The commission serves as an advisory body to the State Board of Education on all matters relating to postsecondary education, and its reports and recommendations are made available to the Legislature, the State Board of Education, other government officials and educational institutions throughout the State.

L. **The Florida Community College Activities Association (FCCAA).** The Florida Community College Activities Association was organized in 1964 by action of the Council of Presidents to promote, coordinate, and regulate intercollegiate activities as an integral part of the educational program of member institutions. Membership is institutional and is open to any Florida community or junior college, public or private, which is accredited by the State Department of Education or the Southern Association of Colleges and Schools. The work of FCCAA is financed through dues which have been accessed each member college based primarily on FTE student enrollments.

The FCCAA sponsors intercollegiate activities in the form of conventions, meets, games, contests, programs, and tournaments in six broad activity areas: the fine arts, forensics, men's athletics, women's athletics, publications, and student government.

M. **The Florida Association of Community Colleges (FACC).** The Florida Association of Community Colleges is the only professional association devoted exclusively to the State's community colleges and their personnel. Its activities are coordinated by an executive director who is employed full time. FACC has ten interest-area commissions. These are as follows:

Administrative Affairs
Career Employees
Curriculum and Instruction
Faculty
Institutional Advancement
Learning Resources
Lifelong Learning/Education
Occupational Education
Student Development
Trustees

Throughout the year these commissions sponsor workshops and conferences for personal and professional development for the exchange of ideas with counterparts from the community colleges.

FACC's Annual Convention provides professional programming, exhibits, and speakers of national prominence discussing topics focusing on the issues of the day.

FACC's Tallahassee office staff produces two news publications and offers tangible benefits for its members, maintains vital contact with members of the Florida Legislature and conducts full-time lobbying efforts designed to focus attention and interest in Florida's community colleges and to build support for their mission and activities.

N. **Articulation Coordinating Committee.** The concern for articulation of the programs and services of community colleges with those of other public educational institutions in Florida was evidenced throughout the development of the system. Both the Council for the Study of Higher Education in Florida (1956) and the Florida Community College Council (1957) proposed the basic strategy which has made Florida a forerunner among the states in the development of articulated programs for serving students.

Acting on the recommendations of the Council for the Study of Higher Education in Florida, the state-level staffs of the community colleges and state universities proposed the establishment of the Professional Committee for Relating Public Secondary and Higher Education. Following the approval of the proposal by the State Board of Education in 1958, the Committee was organized with membership representing the secondary schools, the community colleges, the state universities, and the state-level staffs for all three levels of education in Florida. Early among the achievements of the Professional Committee was the 1959 agreement on general education. Under the agreement which was duly ratified by the appropriate authorities, any student who completed an announced general education program in a community college was assured that the lower division general education program of any state university in Florida to which the student might transfer would be satisfied. During the period in which community colleges were being developed under the 1957 master plan, the number of community college transfer students enrolling in the state universities of Florida grew to approximately 43,748 by Fall, 1983. The heavy reliance of the state universities on the community colleges for their upper-division students prompted the Division of Community Colleges and the Division of Universities, with the active participation of institutional representatives, to expand the 1959 General Education Agreement into a broader articulation agreement which addressed itself directly to the transfer of students from the community colleges to baccalaureate degree programs of the state universities. That agreement was approved by the State Board of Education in April, 1971. The 1971 Articulation Agreement has provisions which continue the 1959 General Education Agreement, define the associate in arts degree as the basic transfer degree, assure the transferability of associate in

arts degree credit under conditions set forth in the agreement, continue the use of subject area task forces, encourage and provide assurance of transfer for students who complete experimental progams, and establish the Articulation Coordinating Committee with the charge "to review and evaluate current articulation policies and to formulate additional policies" as needed. The Articulation Agreement, together with annotations showing interpretations made by the Articulation Coordinating Committee, is published periodically. Copies of the Annotated Articulation Agreement are available to the colleges and universities of the State through the respective divisions of the Department of Education.

Under 1979 legislation, the Articulation Coordinating Committee was required to recommend to the State Board of Education the communication and computation skills associated with successful student performance, to identify tests and other assessment procedures through which students can demonstrate achievement of the respective skills, and to compile testing and other achievement data which reflect the level of student achievement of communication and computation skills. To implement the legislation, the Committee established faculty task forces composed of representatives from the community colleges and universities to identify and define the communication and computation skills students should have at the end of two years of college. In 1981, the legislature required that all students receiving an associate in arts degree and/or moving to upper division status in the universities must pass a test of communication and computation skills. The skills identified by the faculty task forces were used to form the basis for the test entitled the College Level Academic Skills Test (CLAST).

A law passed in 1984 requires that the colleges and universities give entering freshmen placement tests in communication and computation to determine the mandatory placement of students in college preparatory (remedial) instruction.

The Commissioner of Education has statutory responsibility for establishing and coordinating a common course designation and numbering system for the community college, state university, and public school systems. The purpose of the common course designation and numbering system is to improve program planning; to increase communication among community colleges, universities, and public schools; and to facilitate the transfer of students; provided, however, that the system not encourage or require course content prescription or standardization or uniform course testing, and provided further that the continuing maintenance of taxonomies be accomplished by appropriate faculty committees (Section 229.551, Florida Statutes). The course numbers appearing in the catalogs are part of a statewide system of prefixes and numbers developed for use by all public postsecondary and participating private institutions in Florida. One of the major purposes of this

system is to make transferring easier by identifying courses which are equivalent, no matter where they are taught. All courses designated as equivalent carry the same prefix and last three digits. The classifying and numbering of courses was done by community college, university, and area vocational center faculty members in each discipline. Their work was reviewed by faculty members in all of Florida's postsecondary institutions who made suggestions and criticisms to be incorporated into the system.

Another thrust which is expected to facilitate student flow through educational institutions in Florida emerges from the concern for time-variable, time-shortened education. The State Board of Education, with the endorsement of the 1973 Legislature, established a Committee on Time-Shortened Education with respresentatives from the elementary and secondary schools as well as from community colleges and state universities. The Committee, chaired by a deputy commissioner of education, provides a vehicle for articulation at all levels of public education. Its work is related to the Articulation Coordinating Committee through overlapping membership of divisional representatives and of the chairman. The Committee on Time-Shortened Education has responsibility for advising the Commissioner regarding school calendars under a regulation that mandates that calendars provide three common entry points during the year to facilitate movement of students from one level of education to another.

VOCATIONAL EDUCATION

Responsibilities at the district level for vocational education are delineated in Rule 6A-14.341 of the Florida Administrative Code. Specifically, these responsibilities and their assignments are as follows:

(1) Each community college with a department designated as an area vocational education school by the State Board of Education has primary responsibility for vocational instruction specified in Rule 6A-14.30(3) and (4), FAC, for persons age nineteen (19) or older within the limits of the designation.

(2) All community colleges are responsible for instruction specified in Rule 6A-14.30(2) and (4), FAC, within their districts.

(3) Community colleges with departments designated as area vocational education schools may, upon the request of school boards in their districts, may provide vocational instruction specified in Rule 6A-14.30(3), FAC, for persons under age nineteen (19), including students in grades ten (10) through twelve (12). In such case, the board of trustees shall file with the Commissioner its plan for providing such instruction.

(4) A board of trustees may enter into an agreement with a public school board for either to use the facilities of the other, or with a public school board or another board of trustees to provide instructional services.

Those community colleges with departments designated as area vocational education schools are:

Brevard Community College
Central Florida Community College
Chipola Junior College
Daytona Beach Community College
Florida Junior College at Jacksonville
Florida Keys Community College
Indian River Community College
Lake City Community College
North Florida Junior College
Okaloosa-Walton Junior College
Pasco-Hernando Community College
Santa Fe Community College
Seminole Community College
South Florida Community College

ADULT EDUCATION, COMMUNITY INSTRUCTIONAL SERVICES AND COMMUNITY EDUCATION PROGRAMS

Through agreements between district school boards and community college boards of trustees, ten community colleges have responsibility in their districts for elementary and high school courses, including English as a second language, for people 16 years of age or older who have left the regular day school and for courses for adults preparing for the General Education Development (GED) Tests leading to a Florida High School Equivalency Diploma. The ten colleges authorized to award high school diplomas are:

Brevard Community College
Daytona Beach Community College
Florida Junior College at Jacksonville
Indian River Community College
North Florida Junior College
Okaloosa-Walton Junior College
Pensacola Junior College
St. Johns River Community College
Seminole Community College
South Florida Community College

While the Legislature has provided, through biennial and annual appropriations, funding for the general education of adults since 1947 following the passage of the Minimum Foundation Program, the first separate adult general education legislation was not passed until many years later. In 1981, the Legislature enacted the "Florida Adult General Education Act", Section 228.072, Florida Statutes, which reflects the intent of the Legislature, for many years, to provide educational opportunities for adults in this State and to encourage provision of educational services that will:

1. Enable all adults to acquire basic skills necessary to function effectively in society.
2. Enable adults who so desire to continue their education to at least the level of completion of the secondary school.
3. Make available to adults the means to secure training that will enable them to become more employable, productive and responsible citizens.

The additional purposes of the legislation were:

1. To provide for state leadership and technical assistance to encourage and assist local educational agencies and other governmental and non-governmental agencies in the establishment and maintenance of adult education programs.
2. To provide annual allocations to finance operation of the adult education program in district schools under provisions of the Florida Education Finance Program (FEFP).
3. To provide annual allocations to finance operation of the adult education program in community colleges under provisions of the State Community College Program Fund (CCPF).

In 1973, course offerings for adults provided in the community colleges were classified under the two major categories of developmental instruction and community instructional services. Compensatory and adult elementary and secondary instruction were placed under the major category of developmental instruction while citizenship and recreational and leisure-time instruction were placed under community instructional services.

Effective July 1, 1975, guidelines developed by a committee of selected community college representatives were implemented in the community instructional services category. The guidelines for citizenship instruction required such instruction to be identified with significant community problems to be eligible for state support from the Community College Program Fund. The six major community problem areas were environment, health and safety, human relations, government, education and child rearing, and consumer economics. The guidelines for recreational and leisure-time instruction excluded such instruction from state support.

Prior to the 1976-77 fiscal year, the Legislature appropriated funds for the support of community instructional services and adult community services in the separate budgets of the Division of Community Colleges and Division of Public Schools to be distributed to the colleges on the basis of full-time equivalent enrollments (FTE's) in the Community College Program Fund (CCPF) and the Florida Education Finance Program (FEFP).

The 1976-77 legislative appropriation changed the method of funding community instructional services by including a provision assigning responsibility for the equitable distribution of community instructional services funds to the Commissioner of Education. The provision required the Commissioner to develop procedures for the distribution of the funds to the school districts and the community colleges for the support of instruction identified with significant community problem areas described above. Priority was to be given to community instructional services that include the cooperative use of facilities and resources of other public or private institutions, agencies, or organizations.

The procedures developed by the Commissioner require each of the twenty-eight (28) community college district coordinating councils for vocational education, adult general education and community instructional services to identify the significant community problems in order of priority and to approve the courses to be offered. The community instructional services funds are allocated to the twenty-eight (28) coordinating councils according to the formula provided in the Appropriation Act. The apportionment of the funds is accomplished by one of the boards (community college district board of trustees or district school board) in each coordinating council region acting as fiscal agent.

In 1983, the Legislature enacted Sections 228.073, 228.074, 228.075 and 228.076, Florida Statutes establishing a planning region for vocational education, adult general education and community instructional services in each of the 28 community college service areas. In each planning region there is established a regional coodinating council for vocational education, adult general education, and community instructional services. The membership of the councils provided under the 1971 State Board Rules was revised and expanded to include no less than 51 percent lay members appointed by the

Governor and confirmed by the State Board of Education for four (4) year terms. The voting members of each council are the lay members, the community college president or his designee and the school district superintendent or his respective designee. In a multicounty region, the superintendent, or his designee from the county under discussion on a particular motion, is the only superintendent who has the power to vote on that motion.

One of the goals of each regional coordinating council is to assure that the educational needs of the community are provided for with maximum efficiency, cost-effectiveness, and minimum unwarranted duplication.

The regional coordinating councils also are responsible for reviewing each community college board of trustees' and each district school board's course offerings in the programs and the annual budget for the programs. No new programs will be eligible for state funding unless they are recommended for approval by the council.

Recreational and leisure-time instruction for the aging becomes eligible for state support when the development of recreational and leisure-time skills for the aging is documented by the coordinating council as a high priority community problem.

Beginning July 1, 1982, the funds for community instructional services (CIS) were placed in the appropriation for the Division of Vocational Education to be administered through the Director's office. The Director subsequently assigned the administration of the CIS program to the Division's Bureau of Adult and Community Education. The formula and procedure for the equitable distribution of community instructional services funds to the twenty-eight (28) regional coordinating councils were not changed.

In 1970, the Legislature enacted the "Florida Community School Act", Section 228.071, Florida Statutes, providing school districts the authority to establish community schools, employ full-time community school coordinators and receive community school grants limited by the legislative appropriation for that year. The grants were not to exceed one-half of the salary of the community school coordinator, or a maximum of $6,000, per school year per community school. In 1979, the Legislature changed the name of the "Florida Community School Act" to the "Florida Community Education Act" and removed the $6,000 maximum per school year per community school but continued to limit the funding level not to exceed one-half of the salary of the coordinator based upon the legislative appropriation for the year. From 1970-71 through 1982-83 fiscal years, state funds were available for grants only to county school districts and the Florida School for the Deaf and the Blind. In 1983, the Legislature amended Section 228.071, Florida Statutes, to include Subsection 11 as follows:

> (11) JOINT AGREEMENTS. - District school boards and community college boards of trustees are authorized to submit joint grant applications, if an agreement between the boards is established. Such application shall be considered as a single grant application. For those grant applications approved for funding, the district school board is authorized to transfer all or part of

such funds to the community college as specified in the contractual agreement.

Brevard Community College Board of Trustees and Brevard District School Board developed and approved the first joint grant application for the community college to provide community education under Subsection (11) during the 1983-84 year.

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November 1984

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Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer

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